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ABSTRACT

This lesson plan intends for students in Grade 3 to write to inform about oceans, using all their five senses in the "haiku" style of poetry. The lesson presents an overview; suggests length of time and grade level; cites subjects and subtopics; lists dimensions of learning and intelligence being addressed; notes equipment and materials needed; lists teacher and general resources; and cites relevant National Standards for Arts Education and other standards. It also gives instructional objectives and strategies; provides a detailed, step-by-step instructional plan; and suggests assessment and extension activities. (NKA)

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Curricula, Lessons and Activities

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Oceans: A Fact Haiku

Resource Type: lesson

Length: 2 days

Grade: 3

Subjects: Language Arts, Visual Arts

Subtopics: Design, Literature, Poetry, Social: Asian Studies

Intelligences Being Addressed:
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Verbal/Linguistic Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Extension and refinement of knowledge

Overview: Students will write to inform about oceans using the haiku style of poetry.

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Equipment:

- Computer: Mac or PC with Internet access
- Sound System CD or cassette player

Media & Materials:

- Recording of ocean sounds,

Printouts: This lesson does not have any printouts.

Student Supplies: Journal, pen or pencil.
Any supplies/materials that students might like to bring in to use for their books.

Other Materials: Items used to make books: paper, crayons, colored pencils, library board, wallpaper, colored paper, string, etc.

Related Textbooks: *From Sea to Shining Sea*; by Beverly Armento, J. Jorge Klor de Alva, Gary Nash, Christopher Salter, Louis Wilson, and Karen Wixson; Houghton Mifflin, 1994

Write on Track; by Dave Kemper, Ruth Nathan, and Patrick Sebranek; Houghton Mifflin, 1996

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **A Haiku Homepage**
  http://home.clara.net/pka/haiku/haiku.htm

  This site provides examples of haikus by Basho (1644-1694) and provides hints and guidelines for writing haikus.

- **Haiku Five Senses Lesson Plan (AskERIC)**
  http://www.indiana.edu/~japan/LP/LS3.html

  This lesson asks that students spend time outdoors to observe their surroundings, paying attention to sounds, smells, feelings, and tastes. After doing so, they are asked to write a haiku describing their experience.

- **Haiku for People**

http://www.toyomasu.com/haiku/

This site includes an explanation of classical vs. modern haiku, tips on writing, and a list of haikus categorized by subject for further reading.

General Internet Resources:

- **Children's Haiku Garden**
  http://www.tecnet.or.jp/~haiku/

  This site provides a vast and varied collection of original haikus and artwork submitted by both Japanese and American children.

- **Haiku Society of America**
  http://www.hsa-haiku.org/

  The Haiku Society is a national organization that supports and promotes authors of, and individuals interested in, the haikus in America. The site includes haiku composition tips, competitions, publications, and teacher resources.

National Standards for Arts Education:

- K-4 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- K-4 Visual Art Content Standard 2 : Using knowledge of structures and functions
- K-4 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Geography 2, 4, 10, 14, 18
- Language Arts 1, 2, 5

Source of Standards: McREL

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

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To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives: Students will use all five senses to write a haiku about what is known about oceans.

Students will create their own books of haikus and a joint class book of haikus.

Students will be able to complete the following:

Language Arts:

- Organize information with a logical plan.
- Frequently choose words, including content using vocabulary specifically about oceans.
- Use the poetry form of haiku.

Geography:

- Describe ways that oceans shape and reshape the land by eroding the land and by depositing soil.

Strategies:

1. Teacher-directed activity
2. Imaginative thinking
3. Guided imagery
4. Brainstorming
5. Categorizing
6. Independent student assignment

Instructional Plan:

DAY ONE
Warm Up:

1. Have students close their eyes and listen to the sound of the ocean for a minute. Do not tell them what the sound is.

2. Students take one minute and write down what they believe they heard.

3. List all suggestions on the board.

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4. Circle the responses that have information about oceans.

5. Listen to the ocean sound again, this time with the knowledge that it is the ocean.

Introductory and developmental activities:

1. Identify the five senses. Write them on the board. Add in the idea of colors being seen (even though they are not separate senses).

2. Give students 3 quiet minutes to write down all of the things they can think of about oceans.

Guided Practice Activities:

1. Use a different color crayon or marker to circle the senses as follows: red/feel; green/touch; blue/sight; yellow/hear; orange/taste; and purple/all color names.

2. Turn paper over and think about: the environment of the oceans; what animals live there; what the ocean does; and what can be done there. Take 2 minutes to do this.

3. Use a crayon and marker and make the following shapes around these new writings: square/animals; triangle/what the ocean does; and underline what can be one there.

4. Collect and hold onto these notes.

Independent Activities:

1. Read Lesson I, "Oceans: Sand and Salt," in *From Sea to Shining Sea*, Houghton Mifflin, 1994, pages 2-7.

2. Follow suggestions in the Grade 3 Social Studies Curriculum Guide for this lesson.

DAY TWO

Warm Up:

1. Have students show their notes from Day One's activities.

2. List the following categories on the board: the five senses; colors; animals; what oceans do; and what you've done at the ocean.

3. Ask for suggestions to list under each category.

4. Have students add any new information learned from readings and the class discussion to their personal list.

Introductory and Developmental Activities:

1. Describe the syllable pattern of 5-7-5, used to create a haiku.

2. Read the collection of haikus in *Storyworks*, September 1997 (or any collection) out loud to the students. They count out syllables for each line.

3. Open *Write on Track* book to page 185 and study the haiku there and the rough draft on page 186. Compare these haikus with the one on page 187. Ask which one seems to be the true haiku.

Guided Practice Activities:

1. Look at some suggestions from the sense and environment work on the board. Pull ideas with descriptive facts about oceans.

2. Organize them with suggestions from students into three rows. Keep the words moving around until the model makes sense.

3. Revise and edit until the syllable pattern, 5-7-5 is in place. The finished haiku should describe facts about oceans.

Independent Activities:

Students use their own lists to create haikus describing facts about oceans.

Assessment: 1. Assign review questions #1-4, page 7, in *From Sea to Shining Sea*.

2. Students read poems out loud.

3. Other students count syllables to make sure the poem is a haiku.

4. Poems must relate to facts about oceans.

Extensions: Students illustrate and publish haikus. All are collected for a class book or displayed separately on a bulletin board or wall.

Compare the terms in the lesson in the textbook with the notes the students took before reading.

Teacher References:

Quick Poetry Activities; by Jacqueline Sweeney; Scholastic Professional Books, 1996.

Storyworks; Scholastic, Inc., September 1997

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